Maine's Personalized Alternate Assessment Portfolio (PAAP)

A Training Manual for Use in the Design and Implementation of the PAAP

2002 - 2003

MEMORANDUM

To: Maine Educators

From: J. Duke Albanese, Commissioner, Maine Department of Education

Date: September 2002

Subject: Maine's Personalized Alternate Assessment Portfolio (PAAP)

The State of Maine has been administering Maine Educational Assessment (MEA) since 1985-1986. Traditionally, students have participated in this assessment through standard administration or administration with accommodations. This left only a small number of students excluded from the State assessment system. In response to Federal legislation passed in 1997 and 2002, as well as State legislation related to Maine's *Learning Results,* we will now measure the progress of all students against State standards. The Maine Personalized Alternate Assessment Portfolio (PAAP) provides a new avenue for participation for those students who were previously not included in the MEA.

Nearly all students will continue to participate in the MEA through the standard administration or administration with accommodations options. The very few students utilizing the PAAP will be those for whom accommodations are so significant that they would compromise the content validity of the MEA (i.e., they would need accommodations beyond those listed as allowable in "Policies and Procedures for Accommodations and Alternate Assessment to the MEA"). The portfolio (or body of evidence) method of assessment was selected as a third, or alternate, assessment option based on a great deal of research, piloting and guidance from the field. It is based on the same principles that are guiding our entire assessment system:

> ‣ To guide and inform teaching and learning
>
> ‣ To hold school systems accountable
>
> ‣ To certify achievement of the *Learning Results*

The PAAP, as one component of Maine's Comprehensive Assessment System, is intended to be a valid and reliable way of measuring student progress through integrated instruction and assessment. This integration is designed to lessen the burden of legislatively required assessment on teacher time and to limit interruption of regular instruction. The alignment of student Individual Education Plans (IEPs) with the *Learning Results* will lead to focused data collection related to the PAAP requirements. The development of PAAPs may require some additional time in the first year or two, in the same way that extra time is required for general education teachers to develop classroom and district wide assessments that measure progress toward the State standards. It is clear, however, that once the portfolio requirements are understood and the PAAP is integrated into daily teaching and learning, the actual collection of student evidence to be submitted for scoring will become a logical and efficient process.

The scoring of the PAAP has been developed in partnership with the MEA contractor, Measured Progress, in an effort to ensure that the scoring and reporting systems for all aspects of the State assessment system are aligned and provide useful and meaningful data. As we move on to the next phase of full implementation, we will continue our commitment to professional development and improvement of the process, and our dedication to an alternate assessment system that provides meaningful teaching and learning opportunities which will yield evidence that represents a valid and reliable measure of student progress.

Maine's Personalized Alternate Assessment Portfolio (PAAP)
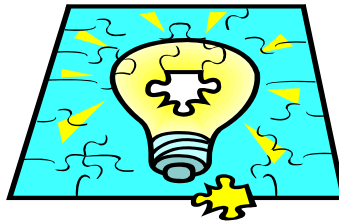
What's New in 2002–2003?

This training manual is intended to provide you with the most current materials and tools available related to the development of PAAPs. Recognizing that the PAAP process is still being improved and changed based on revisions in legislation, input from teachers and review of student work, it has been necessary to make some changes from the 2001-2002 process. Following are the most significant revisions:

- Student evidence must be collected during the **one year** period the PAAP is being compiled (grades 4, 8, or 11).

- The "**Task Description**" form is a **required** component of each entry. Each Task Description form must be numbered.

- An **Entry** will consist of an Entry Slip, PAAP Task Descriptions, and all student work related to a single Content Standard.

- **Scoring** of the PAAPs will occur during a **two day** period, in each of five regions, in the spring.

- The "**Levels of Assistance**" have been removed from the rubrics and will be included as **separate score points**. The Independent Level has been defined.

- PAAP Rubrics have been revised based on teacher feedback.

- PAAPs must be mailed to and received by **Measured Progress _no later than April 16_** to be included in scoring. Walk-ins will not be scored.

- Every Entry Slip will indicate a minimum of one performance indicator and **a maximum of 3 performance indicators** associated with each Content Standard**.**

- **Parent permission is required** to include any materials that identify the student (ex., pictures, audio/videotapes) in the PAAP. A sample permission form is provided in the appendix of this manual).

- A "**Code of Conduct**" document has been developed outlining points to consider in PAAP development and scoring.

- **Guidance for Video Taped entries** has been developed, including a few requirements (no longer then 3 minutes, confidentiality, authenticity of the student work, parent/guardian permission).

- The **Entry Slip, Table of Contents & Scoring Organizers** have been **updated.**

- **"Compromise content validity"** has been defined as any instance in which a student would require accommodations not listed in "Policies and Procedures for Accommodations and Alternate Assessment to the MEA".

4

Table of Contents

ALTERNATE ASSESSMENT – WHAT IS IT?

Federal and State Laws require that <u>all</u> students participate in state and district wide assessments. **Maine's Alternate Assessment is designed only for those students for whom the accommodations required to enter the Maine Educational Assessment, and other district wide components of the Local Comprehensive Assessment System, would be so significant that they would compromise the content validity of the assessment** (i.e., for the MEA student would need accommodations not listed in "Policies and Procedures for Accommodations and Alternate Assessment to the MEA").

The Maine Alternate Assessment is called the Personalized Alternate Assessment Portfolio (PAAP). The student work included in the PAAP must provide evidence of progress towards more than half of the content standards in English Language Arts, Mathematics, Science and Technology, and Social Studies. These four content areas are those for whom individual student scores are reported on the MEA. Scoring will be based on PAAP rubrics and results will be aggregated as part of the MEA reporting system beginning in 2003.

The framework of the PAAP, including Entry Slips, PAAP Task Description, and Tables of Contents are a necessary part of every portfolio, but the tasks used to produce the content should be chosen locally to match the individual program for each student. Districts are encouraged to adopt and/or adapt MEA released items, Maine Assessment Portfolio tasks (MAP), and local assessments which are reliable and valid, when appropriate for the individual student.
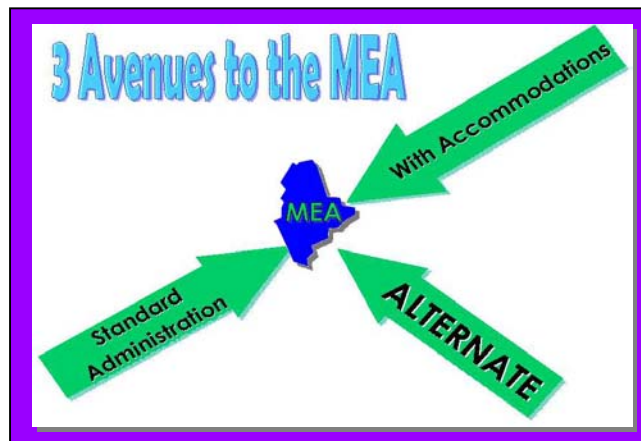
The TEAM Process for Determining How a Student Should Participate in the MEA

*For students who have an Individualized Education Plan, are classified as 504, or are Limited English Proficient, the appropriate avenue for participation in the MEA <u>must be determined by a team.</u>

*Team members should include:
- at least one of the student's teachers
- the building principal
- the parents/guardians
- related services personnel
- the student (whenever possible)

*The tools suggested for use at the meeting are:
- the Student Profile
- Policies and Procedures for Accommodations and Alternate Assessment to the MEA
- the PAAP Flow Chart (Process for Determining the Appropriate Avenue for Participation on the MEA
- samples of student work
- MEA released items for the grade level of the student

*If a comparison of student work with the released items leads the team to conclude that the accommodations needed by the student are so significant that they would compromise the validity of the assessment (i.e., student would need accommodations not listed in "Policies and Procedures for Accommodations and Alternate Assessment to the MEA") the student should complete a PAAP in one or more content areas.

Policies and Procedures

Insert new "Policies and Procedures for Accommodations and Alternate to the MEA"

Policies and Procedures

Policies and Procedures

Policies and Procedures

Process for Determining the Appropriate Avenue for Participation on the MEA

Does the achievement level of the student on daily work indicate that he/she can participate in the MEA through standard administration?

Yes

No

Does student currently receive accommodations during classroom instruction and assessment?

Does student currently receive personalized instruction and assessment?

Team reviews accommodations as listed in state "Policies and Procedures for Accommodations and Alternate Assessment to the MEA".

Are accommodations required among those listed in "Policies and Procedures for Accommodations and the Alternate Assessment to the MEA?

N O

Does the student need accommodations beyond those listed in "Policies and Procedures for Accommodations and the Alternate Assessment to the MEA"?

YES

YES

Administer MEA through standard administration.

Administer MEA with accommodations. Documentation is included in cum. folder (IEP), in MEA booklet, on required forms.

Plan and implement Personalized Alternate Assessment Portfolio (PAAP) in required content areas (ELA, Mathematics, Science & Technology, and/or Social Studies.

Student scores/results are factored into accountability system and can be aggregated and disaggregated.

Documentation of PAAP participation & results included in cum. folder (IEP), in MEA booklet, on required forms.

*A comparison of student work samples and MEA released items is recommended as part of the information to be reviewed during the decision making process.

TO PLAN A PERSONALIZED ALTERNATE ASSESSMENT PORTFOLIO (PAAP)

The steps below may be used to guide the development of a Personalized Alternate Assessment Portfolio (PAAP).

STEP 1   Choose more than ½ the Maine *Learning Results* Content Standards listed on the PAAP Entry Slip for English Language Arts, Mathematics, Science and Technology, and Social Studies to be the target of instruction for the individual student. These should be integrated with the student's Individualized Education Plan if he/she is a special education student, or with other plans for instruction if the student does not have a disability.

STEP 2   Review the Performance Indicators related to the Content Standards that you have chosen to include in the student's program. Determine which level of *Learning Results* Performance Indicators is nearest to the current achievement level of the student (Pre-K–2, 3-4, 5-8, 9-12).

STEP 3   Choose one to three Performance Indicators per Content Standard that describe elements that would be appropriate for inclusion in the student's instructional program. Consider the evidence that would result from the student's work on these Standards/Indicators and which of the resulting products/processes could serve as evidence to be included in the PAAP.
Use the PAAP rubrics to guide your decisions.

STEP 4   Plan and deliver instructional activities as you normally would, collecting evidence throughout the year.

STEP 5   Organize PAAP by attaching all student work and Task Descriptions related to the same Content Standard to a single Entry Slip. Record all entries by Task Description number and Content Standard on the Table of Contents.

STEP 6   Submit PAAP for scoring by the designated deadline.

PORTRAIT OF A PAAP

ELA Entry 1

| Entry Slip (1 Content Standard) No more than 3 PIs | Task Description #____ | Student Work | Task Description #____ | Student Work | X 4 |

Mathematics Entry 1

| Entry Slip (1 Content Standard) No more than 3 PIs | Task Description #____ | Student Work | Task Description #____ | Student Work | X 5 |

Science & Technology

| Entry Slip (1 Content Standard) No more than 3 PIs | Task Description #____ | Student Work | Task Description #____ | Student Work | X 7 |

Social Studies

| Entry Slip (1 Content Standard) No more than 3 PIs | Task Description #____ | Student Work | Task Description #____ | Student Work | X 5 |

How Much Evidence is Enough Evidence?

➢ **The Personalized Alternate Assessment Portfolio (PAAP) must contain evidence (student work) related to over 50% of the Content Standards in English Language Arts, Mathematics, Science & Technology, and Social Studies.**

➢ **Student work must address a minimum of one and a maximum of three Performance Indicators related to each of the Content Standards chosen.**

➢ **There must be a minimum of two pieces of evidence per Content Standard. The evidence included must be aligned to a minimum of one and a maximum of three Performance Indicators.**

➢ **The evidence (student work) must have been generated during the school year in which the PAAP is submitted for scoring. Participation is required for those needing alternate assessment for the MEA in grades 4, 8, and 11.**
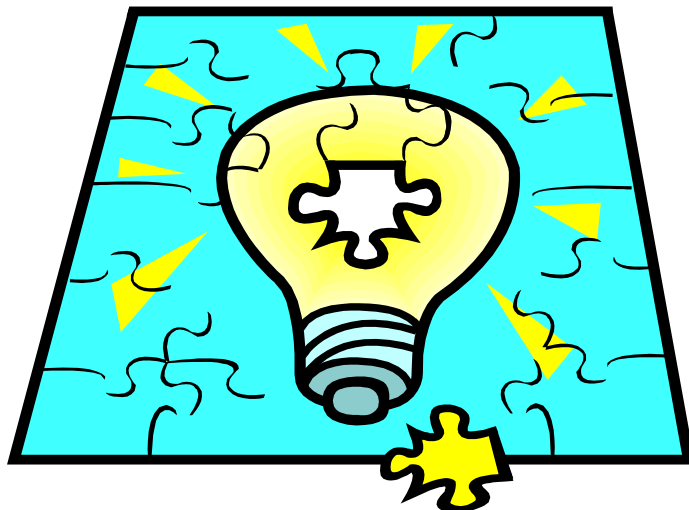
PAAP Performance Indicator Rubrics
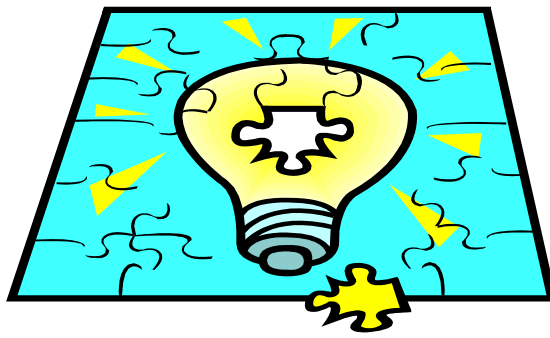
English Language Arts

Mathematics

Science & Technology

Social Studies

PAAP Levels of Assistance

   In order to inform teaching and learning, provide accountability, and certify student progress towards achievement of Maine's *Learning Results*, all students must be included in state and district components of the Comprehensive Assessment System. The system must be flexible enough to ensure access for all students while maintaining technical soundness (validity and reliability). To these ends, the Personalized Alternate Assessment Portfolio (PAAP) has been designed to provide an appropriate avenue to the MEA for those students who require accommodations so significant that they would compromise the content validity of the assessment (i.e., student would need accommodations that are not listed in "Policies and Procedures for Accommodation and Alternate Assessment to the MEA".

The PAAP allows integration of assessment with the individual student's instructional program. Drafts of State rubrics in the content areas assessed by the PAAP (English Language Arts, Mathematics, Science and Technology, and Social Studies) have been developed to support this integration; serving as common elements for planning, instruction, and scoring. The intent of the rubrics is to ensure entry to assessment for all students by defining developmental steps towards the *Learning Results* Performance Indicators. They have been reviewed by both content area experts, and special education personnel, to ensure that the integrity and validity of the Content Standards have not been compromised, that the descriptors are flexible enough to support the use of age appropriate tasks, whatever the assigned grade level of a student, and that the language used does not limit access (i.e., avoiding tasks that limit evidence to spoken or written language).

As a student receives instruction related to the rubrics, teachers may need to supply varying levels of assistance. For the Personalized Alternate Assessment Portfolio,four levels of assistance have been identified, and will need to be reported: **1) Support 2) Prompting 3) Limited Prompting 4) Independent**. These levels are related to student response formats rather than to formats for delivery of directions related to the tasks to be performed or to assistive technology through which the student communicates. In order to provide for consistency of administration, each of these terms has been defined. **Assistance is allowed in order to ensure that all students can accurately demonstrate their level of Achievement relative to Maine's *Learning Results*. For the Purposes of Alternate Assessment, Assistance which impacts the performance level of the student is not permitted.** Clarification of the levels follows:

PAAP LEVELS OF ASSISTANCE

SUPPORT	PROMPTING	LIMITED PROMPTING	INDEPENDENT
The student is able to perform the task only in response to extensive cues, prompts, and/or supports. Examples of the types of assistance teachers may provide at this level include:	Prompts, specific to the task on which the student is working, are provided through teacher elaboration and clarification. Examples of the types of assistance teachers may provide at this level include:	Prompts are not specific to the task on which the student is working. They take little time and are used to keep the student focused on the task, and encourage perseverance. Repeating the directions alone does not place the Level of Assistance here. Examples of the types of assistance teachers may provide at this level include:	The student performs the task without assistance. a) The student responds correctly to the directions when presented. The teacher may repeat the directions to focus the student's attention to the task.
a) provide repeated modeling b) provide detailed and unique templates specific to the knowledge or skill that is being assessed (ex., narrowing choices available). This would not include templates, such as a web, that other students use to plan a story. c) analyze the task to identify portions that may be done one at a time. d) use extensive repetition of clues. e) demonstrate a similar correct response. f) other, be specific.	a) use general cues given verbally, visually, or through other means (ex., questions – "What strategies do you use to figure out a word you don't know?", or gestures – pointing, signing, touch cues.") b) use specific clues (ex., "Read the rest of the sentence. What word might make sense there? What letter does it begin with?"), or circle the beginning letter/underline key word to call student attention to it. c) reframe questions linguistically for the ESL population. d) Ask clarifying questions to stimulate student thought specific to the task (ex., "Which happened first? Show me on your board."), without providing clues to specific answers. e) other, be specific	a) give general statements of encouragement verbally, visually, or through other non-verbal means (ex., clapping or saying, "You have only two more questions to answer."). b) react to a student response by saying, "Tell me more.", or indicating to the student that more information is needed. c) give other similar, non-specific prompts.	

2002-2003 is the second of two baseline years to refine PAAP tools and processes prior to 2003, when PAAP results will be submitted to the state as part of all MEA data for aggregation and disaggregation.

19

Entry Slip for
Levels 1 & 2

Entry Slip for

Levels 3 & 4

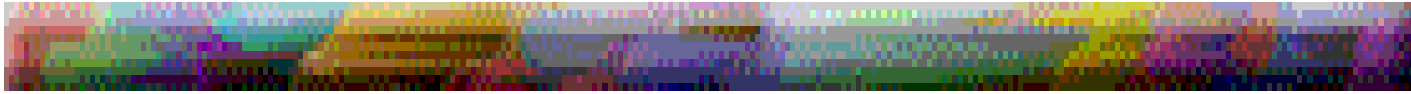# Maine's Personalized Alternate Assessment Portfolio (PAAP)

Development and Scoring Code of Conduct

The goal of development is to enhance rather then diminish the students' efforts to present their best work and to support that effort through the inclusion of evidence that results from the merger of instruction and assessment.

✓ Student work included in the PAAP reflects accurate and recent (within the last school year) evidence of that student's success.

✓ Student work included in the PAAP is a culmination of instruction leading toward achievement of Maine's *Learning Results.*

✓ Student work included in the PAAP documents patterns of achievement over time.

✓ Student work included in the PAAP is produced with the use of accommodations and/or assistive devices (when necessary) that are a regular part of a student's daily instruction.

✓ PAAP developers make a commitment to provide valid evidence that can be reliably scored.

✓ PAAP developers make a commitment to submit portfolios that include required components (i.e., Entry Slip, Table of Contents, Task Description, sufficient evidence).

The goal of scoring is to give the student work an accurate score based on criteria set for scoring.

✓ Scorer judgment is not influenced by the presentation format for the evidence (ex. length of a piece, neatness).

✓ Evidence is evidence. What is on the page is what gets scored. No assumptions are made; scorers believe what they see.

✓ Scorers consistently apply the PAAP scoring criteria (as presented in the scoring guide and the rubrics). To ensure reliably scored PAAPs, scorers make a commitment to thoroughness and consistency in scoring.

✓ Scorers make a commitment to deal with ranges and the difficulty of determining which score point most clearly matches the evidence, even in those instances when there may be no clearly defined lines between two score points.

✓ Scorers do not allow personal bias to influence scoring.

✓ Scorers set aside the application of personal standards to scoring.

✓ Scorers agree to listen with an open mind to another scorer's view. Scorers discuss to clarify (using the language of the rubrics), not to win. Scorers identify evidence in the student work to support the score they believe to be appropriate.

Personalized Alternate Assessment Portfolio (PAAP)
Evidence Review Guide

This guide may be used as a resource for planning and in preparation for scoring. PAAP tasks will be scored by people who do not know the student whose work they are reviewing, nor the parameters of the task. The types of information listed will be needed in order to ensure the validity of evidence and reliability of scoring.

As you prepare the PAAP, consider the VALIDITY of the evidence:

1. **Is the task aligned with the Content Standards and Performance Indicators you have selected?**

2. **Does the task allow the student the *OPPORTUNITY TO DEMONSTRATE* his/her knowledge and skills?**

   ◈ Does the task allow student choice about strategy or solution**?**
   ◈ Does the task provide the student with the opportunity to demonstrate knowledge and skills related to the Content Standards and developed through curriculum and instruction?
   ◈ Is the task engaging and appealing to the student?
   ◈ Is the content or context familiar or relevant to the student?
   ◈ Does the task provide the student with the opportunity to "go further" (i.e., demonstrate knowledge and skills related to the Content Standard beyond the level in the rubric to which instruction has been directed)?
   ◈ Is the task realistic in its requirements regarding student's knowledge, background, and experiences?
   ◈ Is the task free of any language or references which represent a bias?
   ◈ Is the task age appropriate?

Personalized Alternate Assessment Portfolio (PAAP)
Evidence Review Guide

As you prepare the PAAP for scoring, consider what additional information is needed to assure RELIABLE scoring:

1. **Will the scorer understand the task (attach PAAP Task Description)?**

2. **Will the scorer know what directions/expectations were given to the student in connection with the task? Have you described any activities used to "set the stage" for the task (ex., reading a story to the student)?**

3. **Will the scorer understand the teacher's role in the task?**

4. **What information does the scorer need to have in order to understand how the Level of Assistance checked on the Entry Slip was provided (fill in the appropriate box on the PAAP Task Description)?**

5. **Were there notable student behaviors during the task that the scorer should know about (ex., strategy used to address task/response)?**

6. **Will the scorer know how to interpret the data provided (ex., Should a key for the symbols used to record data be attached to the evidence?; Will the scorer know whether the student answers are accurate?)?**

7. **Is all student work attached to a related Task Description? Are all the pieces of student work and Task Descriptions related to a single Content Standard attached to the same Entry Slip?**

8. **Have you recorded all tasks on the Table of Contents?**

PAAP Task Description # _____ *(REQUIRED)*

To be attached to related Entry Slip and student work

STUDENT NAME_____ **DATE**_____

Description of Task:

1. Content Standard and Performance Indicators to which the attached student work is aligned.
_____

2. Source of the task
_____

Directions Given for Task:

Pre-Task Activities:

Teacher Role in Task:

Levels of Assistance – provide details regarding how assistance was provided for this task:

Student Approach to the Task:

Data Key:

Maine 2003 PAAP Table of Contents

	PAAP Page #	Content Standard	Level	Task Description #	Performance Indicators	Task Description #	Performance Indicators	Task Description #	Performance Indicators	Task Description #	Performance Indicators
ELA											
Entry 1											
Entry 2											
Entry 3											
Entry 4											
Math	PAAP Page #	Content Standard	Level	Tas' Descr,ition #	Performance Indicators	Task Description #	Performance Indicators	Task Description #	Performance Indicators	Task Description #	Performance Indicators
Entry 1											
Entry 2											
Entry 3											
Entry 4											
Entry 5											
Science & Technology	PAAP Page #	Content Standard	Level	Task Description #	Performance Indicators	Task Description #	Performance Indicators	Task Description #	Performance Indicators	Task Description #	Performance Indicators
Entry 1											
Entry 2											
Entry 3											
Entry 4											
Entry 5											
Entry 6											
Entry 7											
Social Studies (Circle the letter for the cluster addressed)	PAAP Page #	Content Standard	Level	Task Description #	Performance Indicators	Task Description #	Performance Indicators	Task Description #	Performance Indicators	Task Description #	Performance Indicators
Entry 1 C & G H G E											
Entry 2 C & G H G E											
Entry 3 C & G H G E											
Entry 4 C & G H G E											
Entry 5 C & G H G E											

☑ Check to Make Sure the Completed PAAP Includes:

❑ **A Table of Contents**: Designed to provide an overall picture of the contents of the PAAP, this document is to be used to provide a framework for organizing and documenting all of the student work for each content area (English Language Arts, Mathematics, Science and Technology, and Social Studies). The Table of Contents can be used as a quick reference for verifying that the amount of evidence included meets PAAP requirements (Over 50% of the Content Standards, 1 to 3 Performance Indicators per Content Standard, and a minimum of 2 pieces of evidence for each Content Standard).

❑ **Task Description**: This tool is intended to provide a consistent way to identify what has been asked of the student and under what conditions the task was completed. The completed form is to be attached to each task in an effort to ensure reliable scoring.

❑ **Entry Slip**: The Content Standards and Performance Indicators for each area potentially addressed in a PAAP (English Language Arts, Mathematics, Science and Technology, Social Studies) are identified on this form. This document is to be attached to *every* entry and must indicate both the *Learning Results* the student work is aligned to as well as the Level of Assistance with which the task was completed. There should be one Entry Slip for each Content Standard addressed by student work.

❑ **Student Work**: This component of the PAAP consists of actual samples of student work, data sheets, video clips, etc. that provide evidence of student performance and document achievement. This evidence must be gathered during the school year in which the PAAP is submitted for scoring (grade 4, 8 or 11), and must be linked to a minimum of one and a maximum of 3 Performance Indicators per Content Standard selected. All student work must be attached to an Entry Slip and PAAP Task Description and be recorded on the Table of Contents. Student work should be corrected prior to inclusion in the PAAP.

*Make sure that PAAPs are sent to Measured Progress for scoring by the designated date.

Maine 2003 PAAP Content Standard Scoring Rubric

	1	**2**	**3**	**4**
Student Performance	Preponderance of student work for this Content Standard provides evidence that student performance level is **1** as described on the appropriate *PAAP Performance Indicator Rubric.*	Preponderance of student work for this Content Standard provides evidence that student performance level is **2** as described on the appropriate *PAAP Performance Indicator Rubric.*	Preponderance of student work for this Content Standard provides evidence that student performance level is **3** as described on the appropriate *PAAP Performance Indicator Rubric.*	Preponderance of student work for this Content Standard provides evidence that student performance level is **4** as described on the appropriate *PAAP Performance Indicator Rubric.*
Level of Assistance	Preponderance of student work for this Content Standard required assistance at the **Support** level.	Preponderance of student work for this Content Standard required assistance at the **Prompting** level.	Preponderance of student work for this Content Standard required assistance at the **Limited Prompting** level.	Preponderance of student work for this Content Standard indicates that the student primarily performed without assistance, the **Independent** level.

Opportunity to Demonstrate	**Information will be gathered on Opportunity to Demonstrate.**

Appendix

for

PAAP Manual

STUDENT PROFILE
(not required for PAAP)

NAME_____   **GRADE**_____

HISTORY:

PARENTS'/GUARDIANS'/CHILD'S HOPES:

PARENTS'/GUARDIANS'/CHILD'S CONCERNS:

LIKES/DISLIKES:

PERSONALITY/CHARACTERISTICS:

STRENGTHS:

COMMUNICATION:

CURRENT LEVEL OF EDUCATIONAL PERFORMANCE:

Bloom's Taxonomy

Knowledge – *to recall and recognize*
Comprehension – *to translate from one form to another*
Application – *to apply or use information in a new situation*
Analysis – *to examine complex information and break it down into its parts*
Synthesis – *to put together information in a unique or novel way to solve a problem*

What a learner will do to demonstrate:

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
define	describe	apply	analyze	arrange	appraise
list	discuss	demonstrate	appraise	assemble	assess
name	explain	dramatize	calculate	collect	choose
recall	express	employ	categorize	compose	compare
record	identify	illustrate	compare	construct	critique
relate	locate	interpret	contrast	create	estimate
repeat	recognize	operate	criticize	design	evaluate
underline	report	practice	debate	formulate	judge
	restate	schedule	diagram	manage	measure
	review	shop	differentiate	organize	rate
	tell	sketch	distinguish	plan	revise
	translate	use	examine	prepare	score
			experiment	propose	select
			inspect	set up	value
			inventory		
			question		
			relate		
			solve		
			test		

Framework of Assessment Approaches and Methods
How might we assess student learning in the classroom?

Selected-Response Format	Constructed-Response Format			
	Brief Constructed Response	**Performance-Based Assessment**		
		Product	**Performance**	**Process - Focused Assessment**

❑ Multiple Choice
 	
❑ True-False
 	
❑ Matching
 	
❑ Enhanced Multiple Choice
 	
❑ Answer "Yes" or "No" to constructed questions
 	
❑ Point to a picture, photo or symbol
 	
❑ Use eye gaze to choose from response options
	❑ Fill in the blank
	  • Word(s)
	  • Phrase(s)
	❑ Short Answer
	  • Sentence(s)
	  • Paragraphs
	❑ Label a diagram
	❑ "Show your work"
	❑ Visual representation
	  • Web
	  • Concept map
	  • Flow Chart
	  • Graph/Table
	  • Illustration
		❑ Essay
		❑ Research Paper
		❑ Story/Play
		❑ Poem
		❑ Art exhibit
		❑ Science Project
		❑ Model
		❑ Video/ audiotape
		❑ Spreadsheet
		❑ Lab Report
		❑ Log/journal
		❑ Picture or symbol communica-tion board
		❑ Portfolio
			❑ Oral Presentation
			❑ Dance/movement
			❑ Science lab demonstration
			❑ Athletic skills performance
			❑ Dramatic reading
			❑ Enactment
			❑ Debate
			❑ Musical recital
			❑ Keyboarding
			❑ Teach-a-lesson
			❑ Oral or sign language presentation
			❑ Display activated by a series of switches
				❑ Oral questioning
				❑ Observation ("kid watching")
				❑ Interview
				❑ Conference
				❑ Process description
				❑ "Think aloud"
				❑ Learning Log

*Adapted from: <u>Assessing Learning in the Classroom</u>, by Jay McTighe and Steven Ferrara, NEA 1998

Matching Types of Assessments to What You Are Measuring

To Measure	Types of Assessment					
	Selected Response	Essay	Short Written Response	Oral Reports	Performance Tasks	Teacher Observation
Informational Topics	M	H	H	H	H	M
Process Topics	L	M	L	M	H	H
Thinking and Reasoning	M	H	M	H	H	L
Communication	L	H	L	H	H	L

☞Key: H= high, M= medium, L = low

Adapted from Transforming Classroom Grading by Robert Marzano; ASCD

The chart above may be useful to stimulate thinking about the types of knowledge/skills to be assessed, and types of assessments that would be most valid for measuring each. To use the chart, choose one area of knowledge or skill to measure (from the labels for rows on the left). Then look at the types of assessments listed across the top. Look at the letter in the cell in which the two intersect. The letter in the box will suggest whether the measure you have chosen is, in the opinion of Robert Marzano, a high (H), medium (M), or Low (L) match.

While neither the areas of knowledge and skills to measure, nor the types of assessments in the table are all inclusive, they may serve to give you a starting point as you adopt, adapt, or develop PAAP tasks.

TECHNICAL CONSIDERATIONS FOR ASSESSMENT

Validity

(Match)
- Assessment with Standards
- Assessment with Curriculum
- Assessment with Instruction
- Assessment with Students
- Assessment with Purposes

Common Assessments

Reliability

(Consistency)
- Consistency among Scorers
- Consistency among Assessments
- Patterns of Performance
- Consistency of Administration

Guidance for Preparing Videotaped Evidence for a PAAP

Rationale for Using Videotape

Videotape of students performing structured tasks, or engaged in routine or specially designed classroom activities, can be created by teachers, related service staff or other staff and used as evidence in the PAAP. Video is particularly useful in demonstrating the performance of a student with significant or complex disabilities whose output of tangible work is limited. It may also be useful for a student who cannot demonstrate their knowledge and skill through traditional language either due to disabilities or Limited English Proficiency. Videotaped performances can provide clear, objective, and accurate documentation of a student's accomplishment. It allows independent observers to reach similar conclusions and make accurate judgments about the performance.

Suggested Protocol for Videotaping

Following are some suggestions and recommendations to assist you in creating effective videotape clips for student portfolios:

➢ Gather suggestions from various sources, such as the student, family, other teachers, related service providers, peers, etc. to inform the goals, logistics, and content of the videotape.

➢ Verify that the goals and the content are aligned with the *Learning Results* and will result in evidence that can be scored using the language in the PAAP rubrics.

➢ Make sure the environment is properly arranged and all materials are gathered and in place before videotaping begins so the flow of the activity is not interrupted unnecessarily.

➢ Request that another person operate the camera if the teacher intends to work with the student. Make sure this person is acquainted with the operation of the video equipment and that the equipment is in good working order (e.g. batteries are charged, blank videotape is inserted, etc.) before taping begins.

➢ The novelty of taping may disrupt the child's routine, or distract the attention of the child, resulting in an inaccurate record. For this reason, the camera and operator should be as unobtrusive as possible. It may be helpful if videotaping becomes a part of the child's routine so the novelty does not affect the student's performance.

➢ When taping in a building other than the child's school, obtain permission to conduct videotaping on the site from an authorized person.

Method and Content

➢ Editing the videotape may be necessary to condense and eliminate unnecessary or repetitive footage. This can be accomplished by using two VCRs. If editing is not possible, try to plan ahead so there are enough days available in which to tape the student performing only the desired skills and activities.

➢ Ideally, video clips will depict the student engaged in activities being targeted specifically to assessing progress toward the *Learning Results* and connected to the PAAP rubrics. To the extent possible, all aspects of the activity should be demonstrated by the student, rather than shown by a teacher or other individual.

➢ Developing an informal "script" to plan the sequence of events and persons responsible may be useful. This script could accompany the tape and serve as a record of the contents.

➢ While some narration during these activities is acceptable, professionals and other individuals should not be conducting extraneous conversations within earshot of the camera, either about the student or an unrelated topic. Narration should not occur while actually taping the student if it would distract or upset the student, disrupt the routine, undermine the student's privacy or respect, or alter the student's performance. Commentary can be provided in writing or may be incorporated verbally into the tape; either prior to or after the student has been videotaped.

Required Protocol for Taping

The following important guidelines for videotaping **must** be followed at all times:

➢ The student's privacy and confidentiality must be respected. Photographs and/or videotaping of toileting, bathing, feeding or other personal care routines must not be included in portfolios.

➢ Student work may neither be altered nor fabricated in a way that provides information that is false or portrays the student inaccurately.

➢ Parent permission must be obtained.

➢ All videotapes must be **VHS-compatible (a CD is also acceptable**) Other formats will not be scored.

➢ **Each taped section should be limited to a maximum of three minutes.** Portfolio scorers are not required to view clips that exceed this length and are not likely to score these as favorably as they might a clip that gets right to the point.

➢ **The Entry Slip and the Task Description sheet must accompany the video clip.** Without clear documentation of what is expected of the child and how this evidence is linked to the *Learning Results*, the scorer will not be able to reliably score this evidence.

Materials to Support the Involvement of Parents In Their Child's Alternate Assessment

Included in this Training Manual are an array of materials and tools that may be useful in supporting and encouraging parent involvement in the assessment of their child's learning. They include:

➢   The **"Policies and Procedures for Accommodations and Alternate Assessment to the MEA".** (Page 8)

➢   The **"Process for Determining the Appropriate Avenue for Participation in the MEA"** pink flowchart (Page 11)

➢   The **Student Profile Form** that could be provided to parents prior to a meeting so they can prepare their thoughts and suggestions (Page 29)

➢   The **Personalized Alternate Assessment Portfolio Permission Form** (Page 37)

➢   A **sample letter** to be sent to parents explaining that Alternate Assessment is a required component of the State level assessment for All students. (Page 38)

➢   The **"Frequently Asked Alternate Assessment Questions: Maine's Answers"** document. (Page 39)

➢   The **PAAP Glossary of Terms** (Page 42)

Personalized Alternate Assessment Portfolio (PAAP)
Permission Form

Date:_____

I give my permission for the _____ school to take pictures, video or audiotape my son or daughter _____. I understand that this will be included in my child's state assessment and will be used for educational purposes only. Any reproduction of my son or daughter's assessment for state scoring training will require that all identifying information be removed.

Signed: _____

Parent/Guardian

SAMPLE

DATE

Dear Parent or Guardian:

These materials are provided to assist you in understanding Maine's Personalized Alternate Assessment Portfolio (PAAP) process. The PAAP is the alternate assessment component of the Comprehensive Assessment System and is intended for a very few students who, even with accommodations, cannot participate in the State Maine Educational Assessment (MEA). Participation in statewide assessment is required by both state and federal law and ensures that your child is assessed on the same learning standards as all students in Maine. These standards are called the *Maine Learning Results.*

The PAAP is not a paper and pencil test, but consists of a yearlong collection of evidence of your child's performance on the *Learning Results.* The standards measured in the PAAP may include knowledge and skills in the areas of English Language Arts, Mathematics, Science and Technology and Social Studies. You, along with members of your child's planning team, will make decisions about which standards will be most appropriate for your child and how best for your child to demonstrate what he/she knows. Generally, teachers collect evidence for student portfolios such as: student work, teacher observations, charts showing progress, checklists, pictures, videotapes, etc. Your child's PAAP will contain some of these types of evidence.

Your child's portfolio, or collection of evidence, will be scored by teachers who are carefully trained to score them reliably. Using PAAP Rubrics, the portfolios are scored according to several dimensions that are related to higher student achievement. If you would like to see a sample of the PAAP rubrics, please contact your child's teacher.

Starting in 2003, reports on the results of student performance on the PAAP will be available. You will receive a report specific to your child's scores. School and District reports will also reflect the scores of all its students, regardless of how they participated in the Maine Educational Assessment.

If you have questions or would like clarification on the Personalized Alternate Assessment Portfolio process, please contact _____ at _____.


Sincerely,

_____

Frequently Asked Alternate Assessment Questions: Maine's Answers

Why is it so important to include all students in state level assessment?

➢ **Students who are tested are those who get taught**. When all students, including those with disabilities or English as a Second Language, are tested, and when their assessment results are counted in the total of a school or district, decisions are made and polices set that reflect the needs of all students. If some students are excluded, or when their scores don't count, they are less likely to be considered when decisions are made that affect teaching and learning.

➢ **Data on student performance is necessary to determine whether, and to what degree students are learning**. Because many students with unique learning needs have not been assessed on the general curriculum, information is often scant or non-existent on whether, and how much, they have learned in academic subjects during their time in public education. While diagnostic assessments, progress reports, annual reviews and periodic evaluations may be useful, they typically focus on areas of a students' uniqueness or disability and the resulting learning needs, rather than on the progress he or she is making in the general curriculum. As a result, it has been difficult to determine whether special education and other support services have been successful in addressing the academic needs of the student.

➢ **Inclusion in assessments also promotes other inclusive opportunities**. In order to involve all students in the same curriculum, it makes sense to design inclusive instruction activities in the general education setting, whenever possible, in which all students can participate at a level that challenges them. Even students with the most significant disabilities can participate in the general curriculum with appropriate supports and accommodations.

➢ **Professional development enhances the quality of instruction.** Special educators and other educators supporting students with unique learning needs are already skilled at providing accommodations, or modifying and adapting instruction and assessment for students. Typically, though, they are less often a part of discussions at the local level to develop and align curriculum, instruction and assessment for all students. The requirement to include all students in the general curriculum and to have individual goals and objectives focus on academics has provided opportunities for all educators to be talking the same language – that of standards based education for all students.
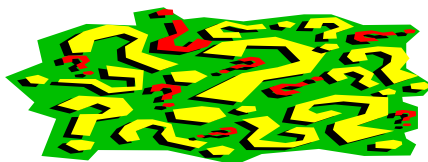
➤ **Because it's the law**. Federal laws governing No Child Left Behind (Title I), the Individuals with Disabilities Education Act (IDEA '97) and State Legislation Reg. 131 of the Maine *Learning Results* state that all students, including students with disabilities and English as a Second Language (ESL) are to be assessed against the "general curriculum". In Maine the local general curriculum must be aligned with and incorporate the Content Standards and Performance Indicators in the *Learning Results*.

What is Alternate Assessment?

Alternate Assessment in Maine is a means of collecting information to assess progress towards Maine's *Learning Results* Content Standards for students whose exceptionality requires accommodations that are so significant that they compromise the content validity of the assessment (i.e., student would need accommodations not listed in "Policies and Procedures for Accommodations and Alternate Assessment to the MEA"). Use of an alternate assessment must be identified and described in the student's Individual Education Plan.

What Does the Maine's Personalized Alternate Assessment Portfolio (PAAP) Measure?

The Maine Alternate Assessment is called the Personalized Alternate Assessment Portfolio and is a collection of student work that provides evidence of progress towards ContentSstandards in English Language Arts, Mathematics, Science and Technology, and Social Studies. These four content areas are those for whom individual scores are reported on the State assessment, the Maine Educational Assessment (MEA). Scoring is based on PAAP rubrics and results will be aggregated as part of the MEA reporting system beginning with the 2003 –2004 school year.

How Is A PAAP Developed?

Teams (educators, parents and when possible students) using recommended strategies and tools, determine if the PAAP is the most appropriate avenue of State assessment for a student and if so, in which of the four content areas. Once the decision is made, educators, working with the students, provide instruction and collect samples of resulting work related to the Content Standards and Performance Indicators identified as most appropriate for that student. Evidence is gathered throughout the school year in which the student is in grade 4, 8 or 11. In the spring of the year Maine educators score the portfolios with results reported the next year.
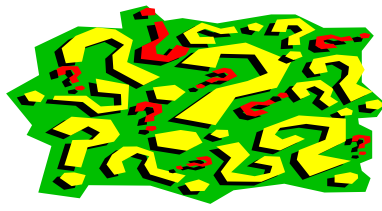
Who Should Use the PAAP Avenue?

Maine has made a commitment to ensure that all its students participate in the State assessment. Students participate through one of three avenues – standard administration, administration with accommodations or through alternate assessment. Those students who participate in alternate assessment are those for whom accommodations needed are so significant that they compromise the content validity of the MEA (i.e., student would need accommodations not listed in "Policies and Procedures for Accommodations and Alternate Assessment to the MEA") . Most frequently these very few students are students with significant disabilities, Limited English Proficient students who have virtually no command of the English language and possibly students identified under Section 504.

Teams must make decisions for the student in each subject area assessed by the PAAP. For example, a student may require a PAAP for English Language Arts but may be able to participate in the rest of the MEA with accommodations.

How Will the PAAP Be Scored?

Each spring Maine educators are brought together to score student alternate assessment portfolios. Portfolios are scored using a set of criteria outlined in PAAP rubrics. The rubrics are based on Content Standards and Performance Indicators for each of the grade spans (PK-2, 3-4, 5-8, and 9-12) in the Maine *Learning Results* and articulate four levels of performance. Training in reliable scoring is provided to all scorers and two separate individuals score student work to agreement. These scores are then aggregated into the MEA reporting system.

How Are Results of the PAAP Reported?

Each year, parents, schools and districts will be sent the results for students who were assessed through the PAAP. Beginning in 2003-2004 the scores of these students will be included for accountability purposes with scores of other students who take the MEA in school, district and statewide results.
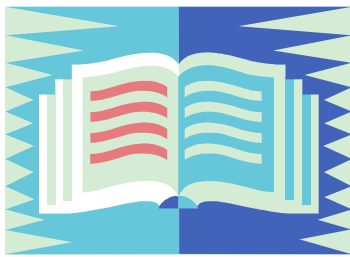
PAAP Glossary of Terms

Alternate Assessment – the assessment of Content Standards for students whose exceptionality requires accommodations that are so significant that they compromise the validity of the assessment (i.e., student would require accommodations not listed in "Policies and Procedures for Accommodations and Alternate Assessment to the MEA). Where applicable, use of an alternate assessment must be identified and described in the students Individual Education Plan (IEP) or other personal plan.

Assessment – an educational instrument or activity designed to determine what a student knows and is able to do.

Content Area – specific subjects in education, such as English Language Arts, Science, Mathematics and Social Studies

Content Standard (CS) – a broad description of knowledge and skills in each of eight content areas of the system of *Learning Results.* The content standards are set forth in Maine Department of Education Reg. 131

Content Validity – the degree to which an assessment measures the Content Standard(s) it is intended to measure, and the degree to which inferences and actions based on student performance are appropriate.

Documentation – evidence, information, and/or data on a student's performance and achievement of identified knowledge and skills

Entry – the combination all student work,Task Descriptions and an Entry Slip all related to a single Content Standard.

Entry Slip – sheet attached to portfolio entries identifying the content and skills addressed by the entry, and levels of assistance provided the student.

Evidence – products that document the student's performance (i.e. actual student work, instructional program data, video/audio tapes etc.)

General Curriculum – the school administrative unit's written document of local curriculum for grades K-12 that incorporates the content standards and performance indicators of the *Learning Results.* The curriculum reflects a comprehensive plan for continuous, sequential, and specific instruction.
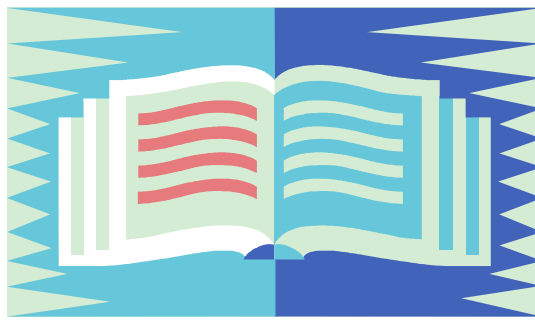
Grade Span – checkpoints at PK-2, 3-4, 5-8, and secondary in the *Learning Results.*

Independent – the Level of Assistance which describes work done by a student who performs the task without assistance.

Levels of Assistance – descriptions of the four degrees of assistance provided a student that allow for accurate demonstration of their level of achievement on a task but do not impact performance level. PAAP Levels of Assistance are Support, Prompting, Limited Prompting, and Independent.

Limited Prompting – the Level of Assistance which is applied to work done in response to prompts which are not specific to the task on which the student is working. Such prompts take little time and are used to keep the student focused on the task, and to encourage perseverance.

Maine Educational Assessment (MEA) – the State assessment administered in grades 4, 8 & 11.

Maine *Learning Results* – the knowledge and skills essential to prepare Maine students for work, for higher education, for citizenship and for personal fulfillment

Opportunity to Demonstrate – provided through tasks that allow for options in strategy/solution/response and represent the culmination or synthesis of instructional experiences.

Personalized Alternate Assessment Portfolio (PAAP) – an assessment that evaluates the performance of students who cannot participate in the MEA (through standard administration or through administration with accommodations) on the basis of a body of work related to Maine's *Learning Results*

Performance Indicator (PI) – the statement in the Maine Department of Education Reg. 131 that define in specific measurable terms the stages of achievement toward meeting a Content Standard within each grade span.

Performance Level – a general definition of expectations for each scoring level. (ex., The MEA performance levels are: Does Not Meet the Standards, Partially Meets the Standards, Meets the Standards or Exceeds the Standards).
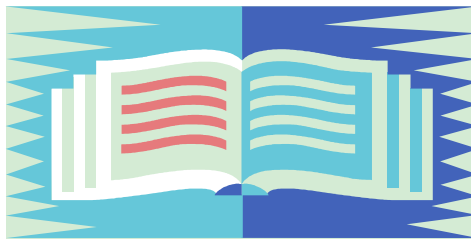
Portfolio – form of assessment that evaluates student performance on the basis of a body of work. A collection of evidence for a purpose.

Prompting - the Level of Assistance which is applied to work done in response to prompts which are specific to the task on which the student is working.

Reliability – the degree to which an assessment produces consistent results. That is, when the results of an assessment have high reliability, a student would be expected to receive a similar score whether judged by a different rater, tested on a different occasion, or administered an equivalent form of the assessment.

Rubric – a set of criteria that qualitatively describes different levels of performance. Used to make expectations clear to students and to establish consistent standards for scoring student work (four levels of PAAP rubrics each articulate four levels of performance related to the Grade Span Performance Indicators)

Scoring Guide – see **Rubric**

Scoring Organizer – A scannable document used to record student PAAP scores by Content Standard.

Support - the Level of Assistance which is applied to work which the student is able to perform only in response to extensive cues/prompts/supports.

Table of Contents –forms required as part of the PAAP to organize and document student work, by Entry, for scoring. Content Standards and Performance Indicators addressed by the evidence, as well as the tool used to document performance levels, are recorded on this form.

Task – assignment or prompt given to a student as part of his/her instructional program that clearly articulates expectations.

Task Description – a sheet attached to portfolio entries identifying what was asked of the student and under what conditions the task was completed.

Sources of Information on the PAAP
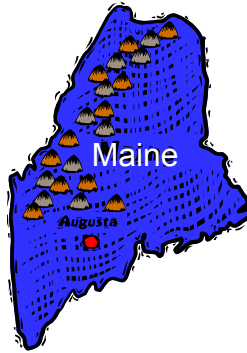
Maine

At the Maine Department of Education:

Linda Parkin   207-624-6782   linda.parkin@state.me.us

Mona Baker   207-624-6825   mona.baker@state.me.us

Melanie Bachinski   207-624-6678   melanie.bachinski@state.me.us

Brud Maxcy   207-624-6774   brud.maxcy@state.me.us

Helpful Websites

www.state.me.us/education

www.state.me.us/education/mea/aawebintro.htm

www.state.me.us/education/lsalt/compassess.htm

www.state.me.us/education/lsalt/accommodations.htm

www.maptasks.org

www.madsec.org

Other Resources

LEARNS –   The Center for Community Inclusion

Betsy Enright

www.ume.edu/cci

207-892-0455

Measured Measures – a publication on technical aspects of an assessment system – see Maine DOE website listed